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ABSTRACT

The purpose of the Elementary Career Awareness Project's inservice program was to identify components of the career awareness process that were guidance oriented and to increase staff awareness of the guidance components that can be incorporated into the classroom. Briefly outlined are the goals, objectives, and activities of the three phases of the program. The summative evaluation of the program used the Semantic Differential Technique to measure change in attitude on seven concepts relating to classroom environment. No differences were found between the experimental and comparison group that could be directly attributed to the inservice program. More than two-thirds of the document consists of appended project-related materials, including a project personnel list, a bibliography, interim reports of various kinds, the forms used in the summative evaluation, and the report from the third party evaluator. (BP)

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FINAL REPORT

ELEMENTARY CAREER AWARENESS PROJECT

Project Number R-A-10-74

PROJECT DIRECTOR: Jan Sjolander

Eugene Public Schools
District 4J

Eugene, Oregon

June, 1974

STATE DEPARTMENT OF EDUCATION

Applied Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 004 575

Prepared by School District No. 4J, Lane County
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Eugene Public Schools

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ABSTRACT

TITLE: Elementary Career Awareness

INSTITUTION: Eugene School District #4J

PROJECT DIRECTOR: Jan Sjolander, Career Awareness Specialist

Address: 200 N. Monroe
Eugene, Oregon 97402

phone: 687-3405

PROJECT DURATION: June 1973 through June 1974

COSTS:	Federal	Local	Total
	$3,000.00	$8,130.00	$11,130.00

NUMBER OF STAFF INVOLVED: 26 NUMBER OF STUDENTS INVOLVED: 350

PROJECT DESCRIPTION

School District #4J is a consolidated district of about 20,500 students, grades 1-12. The total elementary school population is 10,050 students in 31 elementary schools with about 550 elementary staff members. Two elementary schools have been involved in this project. The project school has a student population of 495 with 29 staff members. The control school has a student population of 316 with 20 staff.

PURPOSE

The purpose of Eugene's Elementary Career Awareness Project for 1973-74 is to identify components of the Career Awareness process that are guidance oriented and develop an inservice program to increase staff awareness of the guidance components and how the components can be incorporated into classrooms. In the next year the project will focus on staff involvement and implementation into the classrooms. The project has the potential of involving 1000 elementary students, grades K-6, next year.

PROCEDURES AND OUTCOMES

The project identified and defined guidance components as they related to classroom Career Awareness and provided an inservice for the staff of the project school to become acquainted with the guidance components as a functional part of everyone's lives and the relationship of the components to Career Awareness in their classrooms.

Planning: Extensive planning went into identifying components and development of the inservices.

Inservices: A 15-hour developmental workshop was given to the project staff to familiarize them with the function of guidance components.

Outcomes:
1. 26 staff members in the project school participated in the inservices.
2. The project staff and control staff participated in the evaluation.
3. The project staff is ready to continue involvement in the project and implement components in the classrooms.

Phase I

Goal: To focus on the Career Awareness process and identify those aspects which can be defined as "guidance" functions within the classroom setting.

Objective A: The Project Director and selected team will define the meaning of guidance component and will identify specific components.

Activities:

1. Select a team.

   The committee was selected by the project coordinator and represents a cross-section of role function within the district.

   Members: Career Awareness Specialist (Project Director)
   Elementary Principal
   Elementary Counselor
   Elementary Teacher
   High School Vice Principal

   The members were selected for their knowledge of Career Awareness in 4J and of guidance emphasis and background. (See Appendix A for list of personnel.)

2. Hold regularly scheduled meetings to define and identify guidance components.

   The committee met six times to accomplish this task. Final action of this phase was left up to the Project Director and was deliberately delayed until just prior to Phase III to insure flexibility and adaptability.

3. Visit and correspond with other districts in the state regarding the identification of components.

   This was not done because the committee discovered that the Eugene district had an adequate knowledge of what other districts were doing in the area already, had some materials, and further discovered that there was a lack of specific information regarding this topic in those districts we did know about.

4. Preview materials and use available literature to enhance identifications of components. (See Appendix B)

5. Write up final results of this phase with definition and list of guidance components. (See Appendix C)

Phase I

Activities: (continued)

6. Participate in on-going evaluation. (See Evaluation Section)

7. Disseminate to SBE (Part of Final Report)

Objective B: Project coordinator will keep on-going records and evaluation of the planning sessions.

Activities:

1. Prepare all instruments to do formative evaluation of Phase I with Coordinator of Research. (See Appendix D - October quarterly report)

2. Dissemination of records, procedures and data to outside evaluator and SBE.

   Copies of minutes and agenda for Phase I were given to the outside evaluator as well as the final written summary.

Phase II

Goal: To identify schools to be involved in the project.

Objective A: The Project Director, Directors of Education and Coordinator of Research will identify schools to participate in this project.

Activities:

1. Meet to select schools

   The Project Director, Directors of Education and Coordinator of Research met and mutually agreed on a school. (Spring Creek Elementary School) Final selection rested with the Project Director.

2. Involve principals and other personnel in the selection of the project buildings. The Project Director initiated an invitation through the building principal and then met with the leadership team at Spring Creek. With their approval, the Project Director met with the entire staff, who agreed by consensus to participate as the project school.

   The Coordinator of Research and the Project Director selected the control school, (Adams Elementary School). The area Director and the building principal agreed and the building principal received the staff's approval to participate in the evaluation.

Objective B: The Project Director and Coordinator of Research will design instruments to be used in evaluation.

Phase II

Activities:

1. Meet to work out evaluation instruments. The Project Director and Coordinator of Research met to discuss how Phrase II could be evaluated. The Coordinator of Research designed the evaluation instrument to be used. (See Evaluation Section.

2. Implement instruments with selected building staff and with control school.

   The instrument was given to a random sample in both the Project School and the Control School in April as a pre-test prior to the inservice. The instrument was again administered to.

Objective C: The Project Coordinator and a selected team will design the inservice course for the Project School.

Activities:

1. Hold scheduled sessions to design the inservice sessions.

   The Project Director met with the elementary teacher and counselor from Phase I to discuss what the inservice sessions would look like. It was decided that the Project Director would conduct the inservice and would plan the design. Thus Phase II was altered appreciably from the original concept outlined in Phase II, Objective C.

2. Preview and select material appropriate to demonstrate the identified guidance components.

   The Project Director did this and the content of the inservices can be found in Appendix B and E.

3. Outline skills and procedures which will increase the staff's abilities to implement the guidance compounds. (See Appendix E)

4. The team will participate in on-going evaluation of the sessions.

   Since the Project Director alone designed the inservices, there was no team involved in this portion of the project-hence, no evaluation.

5. Will formulate a final document of methods/procedures to be used in inservice. (See Appendix E)

6. Disseminate the plan to SBE - Part of final report.

Phase III

Goal: To provide inservice instruction focusing on the guidance component of Career Awareness for staff members in the Project School which will increase the staff's ability to deal effectively with this concept in ways compatible with individual teaching styles and methods.

Objective A: Staff members in the Project Schools will demonstrate an understanding and acceptance of the importance of the guidance component of Career Awareness and its relationship to the life role concept of Career Awareness.

Activities:

1. Participate in evaluation process. (See evaluation section)

2. Participate in ten sessions of inservice led by Project Director.

   The Project Staff participated in five three-hour sessions. The staff decided to hold fewer sessions which were longer in length rather than 10 short sessions. The Project Staff built their own time schedule for these sessions which would facilitate 100% attendance and thereby eliminate conflicts with other meetings and responsibilities. (See Appendix E)

3. Assimilate new skills and materials and integrate these into existing skills and curriculum.

   The actual designing and organizing of content to be incorporated into classroom curricula will not be attempted until next fall. The inservice was held too late in the school year to warrant any formal inclusion and also the composition of the staff next year will be altered enough so that team-planning will be more appropriate in the fall. (See Appendix E)

Objective B: The staff will provide time, utilize programs, materials, activities, skills and strategies in classrooms.

This objective and suggested activities proved not viable at this point in the project and will be projected into next year's project. The time factor did not lend itself to the incorporation of guidance components into the classroom. The project staff, of course, is cognizant of the fact this objective in essence is what the project entails in its continuation next year.

Objective C: Principals and counselors and other support personnel in the schools will demonstrate an understanding and acceptance of the importance of the guidance component of Career Awareness and its relationship to the life role concept by defining their roles and liking and carrying out the duties and activities necessary to assist teachers' endeavors in the classroom.

Phase III

Objective C: This objective was narrowed (again due to the time factor) by postponing the actual using and carrying out of activities until next fall.

Activities:

1. Meet in teams to define roles. The project school principal and counselor defined role objectives for Career Awareness and for the project. These role objectives were discussed and adopted by the entire leadership team of the project school. (See Appendix F)

2. Keep a log of all activities and efforts to assist teachers in utilizing materials to carry out guidance components.

   This was postponed until next fall.

Summative Evaluation

The summative evaluation of the inservice program consisted of the identification of seven concepts and the measurement of change in attitude on these concepts by use of the Semantic Differential Technique. Concepts to be assessed were identified by the project director as being germane to the inservice program.

The Semantic Differential developed for this project focused on the Evaluative Factor as identified by Osgood.[1] Fourteen scales were selected to measure each concept. Directionality of the scales was reversed at random to reduce the establishment of a response set. The booklets containing the directions and seven concepts were assembled with the concepts pages in random order. This was an attempt to control for a response set based on order of presentation of concepts. A copy of the instrument is attached.

The Solomon four-group design was utilized in this evaluation. The teaching staff from each of the schools were assigned at random to two groups. Statistical analyses were: (1) t-test for difference between means for the pre-treatment data; and (2) analysis of variance for the post-treatment data.

Pre-treatment differences between the experimental and comparison groups were ascertained by computing the t statistic for each of the concepts. Two of the seven concepts were significantly different at the .10 level. These were Respect for Pupils and Authoritarian Classroom. In both cases the sample of teachers from the experimental school attained a lower (i.e., more positive) mean score than did the sample from the comparison school. Analysis of variance yielded one statistically significant F ratio. This was between experimental

[1]Osgood, Charles, et al. The Measurement of Meaning. University of Illinois Press, Urbana, 1957.

and comparison group on the concept of Authoritarian Classroom and was significant at the .01 level. In this case the teachers in the experimental classrooms viewed the concept of the Authoritarian Classroom significantly more negatively than did the teachers in the comparison group. Interpretation of this significant difference must be moderated by the finding that the mean scores for both groups were different on the concept Authoritarian Classroom prior to the inservice.

In summary, no differences were found between the experimental and comparison groups that could be directly attributed to the inservice program. Questions could be raised regarding the selection of the Semantic Differential Technique; sensitivity of the scales that were selected; intensity of the inservice; and duration of the inservice. A side issue raised by these data relates to the lack of difference between the two groups. One might speculate that a school which had participated extensively in Organizational Development training and had implemented differentiated staffing would score far more differently on the measure used than would a more traditional school. This lack of significant results bears further investigation.

Table 1

Pre-treatment Mean Scores, By Concept, For Experimental and Comparison Groups.

Group	CONCEPT						
	Permissive Classroom	Decision Making in Classroom	Respect for Pupils	Communications in Classroom	Self-Concept	Respect for Peers	Authoritarian Classroom
Experimental	52.1	28.1	20.9	24.5	25.7	26.1	72.1
Comparison	58.7	31.1	29.1	29.8	26.2	29.7	57.2

Table 2

Post-treatment Mean Scores, By Concept, For Experimental and Comparison Groups.

Group	CONCEPT						
	Permissive Classroom	Decision Making in Classroom	Respect for Pupils	Communications in Classroom	Self-Concept	Respect for Peers	Authoritarian Classroom
Experimental	52.2	26.1	22.1	27.9	25.0	23.8	74.6
Comparison	54.7	31.1	25.8	28.9	28.4	26.0	54.4

Appendix A

Personnel Involved

PROJECT DIRECTOR:	Jan Sjolander, Specialist Career Awareness
COORDINATOR OF RESEARCH:	Charles Stephens
OUTSIDE EVALUATOR:	Dennis Culver, University of Oregon
PROJECT SCHOOL:	Spring Creek Elementary School
CONTROL SCHOOL:	Adams Elementary School

PHASE I COMMITTEE

Elementary Principal:	Glenn Hoff
Elementary Counselor:	Bev MacDonald
Elementary Teacher:	Judy O'Haver
High School Vice-Principal:	David Mortimore
Project Director:	Jan Sjolander

PARTICIPANTS IN INSERVICE FROM PROJECT SCHOOL

Richard DeBates, Grades 3/4
Mary Louise Douda, Grades 3/4
Etta B. Dunn, Grade 1
Janet M. Essig, Grade 2
Virginia J. Garver, Grade 1
Cheryl George, Grades 3/4
Diane Handshaw, Grade 2
Sue Harris, Grade 5
Jill A. Roth Heyerly, P.E.
Edna L. Johnson, Librarian
Beverly MacDonald, Counselor
Jean Markantony, Speech Therapist
Charlotte McLaughlin, Grades 5/6
Judy O'Haver, Grades 1/2
John F. Pynes, Curriculum Associate 3/4
Virginia M. Schwartzrock, Grades 5/6
Dan Shawver, Grade 6
Charles Roderic Smith, Grades 3/4
Kristy Spencer, Grades 3/4
Elaine K. Stamm, Curriculum Associate
Abigail M. Sullivan, Grades 3/4
Russell Tompkins, Principal
Sallie Walker, Curriculum Associate 5/6
Pat Warren, Teacher Aide
Patti Weimer, Grades 1/2
Sally Wishart, Grade 5

Appendix B

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Appendix C

Summary Phase I

Process

The committee held regularly scheduled meetings. The significant problem during this phase was time. It was difficult to schedule meetings when all members could attend. Also, dealing with the task of defining and identifying guidance components was difficult since the area was so broad and so vague. Meetings were very open-ended and relatively unstructured to assure that the members could cover all the territory and philosophy they felt needed to be discussed in order to allow all possible consideration, needs and rationale before having to narrow down into specifics.

Content

The committee accomplished all the tasks it set out to do. The primary responsibility of this committee was to define the meaning of guidance components as it relates to Career Awareness and to identify specific components.

Career Guidance

Guidance in the context of Career Awareness focuses on self-awareness and interaction with others as life skills, which can be enhanced in the classroom. Guidance is an integral part of Career Development and is approached within the framework of life roles and occupational awareness.

Career guidance at the elementary level is the responsibility of the classroom teacher. The counselor (and other support personnel) serves a vital role in assisting classroom teachers by providing activities and assisting teachers in acquiring techniques necessary to incorporate career guidance as part of the Career Awareness process.

Career Guidance Components

The committee identified the following as components in the career guidance process at the elementary level:

- Self-awareness
- Value clarification
- Attitude Development
- Group Dynamics
- Decision-making
- Goal Setting
- Mutual Respect
- Classroom Climate
- Communication
- Self-concept Development
- Classroom and School Environment
- Individual and Group Leadership Styles

The committee selected four of the above components and wrote sample goals and objectives to serve as models for the inservice sessions and for the teachers who will be writing their goals and objectives for next year's project.

Appendix C

SAMPLE GOALS AND OBJECTIVES

Goal Statement: Self-Concept

To enable the child to develop a positive self-concept the child will:

Sub-goals

A. Formulate his own definition of "self-concept".

B. Be able to identify his own weaknesses, strengths, likes and dislikes.

C. Be aware of opinions others have about him and the influence those opinions may have on his self-concept.

D. Be aware of that part of his "self" that can be changed and the part that will probably remain the same. (i.e.,permanent physical features)

E. Develop an understanding of how a person's self-concept is reflected in occupational choice as well as in the total Career Development process.

What can teachers do to enable children to reach these goals?

1. Provide opportunities for the child to experience success.
2. Give positive reinforcement whenever possible.
3. Provide challenging tasks or experiences for which child can feel pride in his accomplishments.
4. Include child in planning sessions and evaluation of activities.
5. Provide opportunities for child to share his ideas, both verbally and in written form, with his peers.
6. Listen with sincere interest to what the child has to say.
7. Work together to help the child solve any problems he may be having, asking for his opinions, solutions, and letting him express his feelings.
8. Guide him in learning to understand and identify his feelings, both positive, negative, and mixed, and how those feelings affect his behavior and the behavior of others.
9. Help child to see that he is capable of learning and the ways in which he learns best.
10. Help child to see himself as a unique individual and allow him a "space" in the room--both physically and psychologically.
11. Establish an accepting, supporting, and caring classroom atmosphere that will provide every child with the chance to succeed, perhaps to falter, but to continue to "do" for himself whenever possible.

Teacher Goals (Self-Concept)

A. Teachers will define "self-concept" as it pertains to their own lives and will be able to identify the factors which influenced the development and maintenance of their self-concept.

B. Teachers will become aware of the importance of helping children develop a positive self-concept and will learn ways in which this might be enhanced.

C. Teachers will become aware of how their own behaviors and attitudes may affect a child's self-concept.

D. Teachers will become aware of how a child's current self-concept may be visible.

Goal Statement: Decision-Making

A student will feel comfortable in making decisions because of a conducive atmosphere created by the teacher.

A student will know how to make good decisions by learning methods for making good decisions such as:

gathering information
examining information
forming hypotheses
drawing conclusions

A student will feel good about making decisions because he will know that his teacher will accept these decisions, instilling confidence in the student.

Teacher Goals: Decision-Making

A. Teachers will identify the steps necessary to the decision-making process.

B. Teachers will become aware of how they have made decisions in their lives and how they have learned to accept the outcomes of those decisions.

C. Teachers will become aware of the importance of decision-making in a child's development.

D. Teachers will facilitate the process by which students learn to make decisions.

Clarification of Values - Student Goals:

A. The student understands a process of clarifying values (e.g. Raths and Simon.

B. The student identifies his own values using a consistent clarification process.

C. The student understands his personal value system and how that system relates to and influences the various aspects of his life.

Appendix C

Clarification of Values - Student Goals:

D. The student understands values divergent from his own and the implications and effects of differing values on interactions, relationships, situations, etc.

E. The student knows alternatives available to himself and others when divergent values (and value indicators such as attitudes, beliefs, etc.) are present.

Clarification of Values - Teacher Goals:

A. The teacher understands and practices a process of clarification in the classroom.

B. The teacher consistently provides time, opportunities and activites for students to experience and practice the clarification process.

Goal Statement - Communications:

Students will develop facility in basic communication skills.

Objectives:

A. Ability to express themselves verbally and non-verbally

B. Listening skills

C. Recognition of non-verbal messages

D. Giving and receiving feedback

Explanation: Facility with communication skills is crucial to the learning process-affective as well as cognitive. By expressing himself and listening to others the student gains in self-understanding, understanding of others and awareness of his capabilities.

Procedures for encouraging communication skills:

A. Teacher modeling

B. Skill practice-large groups, small groups, dyads, one-to-one

C. Role play

D. Specific drills

Appendix D

Quarterly Reports

SCHOOL: Eugene District 4J, Lane County

PROJECT NO.: R - A - 10 - 74

FROM: Jan Sjolander, Specialist
Career Awareness

TITLE: Elementary Career Awareness

DATE: October 25, 1973

Activities

October 10: Final revision of project document

September 6, October 1, 8,: Meetings with Jan Sjolander, Project Director, Charles Stephens, Coordinator of Research. Discussed project, phases, concerns about the process of evaluation and what type of instruments will be needed.

Identified outside evaluator.

October 19: Initial meeting with outside evaluator to discuss project overview and intent to date: In process of identifying team to identify guidance components in Phase I (ref. project proposal p.7).

Organizational meeting of this team will be November 5.

Evaluation

Third party evaluator: Mr. Dennis Culver, University of Oregon.

Summary of Evaluation Plan:

- Involve Mr. Culver in planning sessions, meetings of report summary of such sessions to him.
- Dr. Stephens, Mr. Culver, Ms. Sjolander continue contact and communication throughout project phases.
- Mr. Culver making reports November 15, February 15, and final report by June 15.
- Present status of evaluation.
- Instruments for Phase I in process of being constructed.

Major problems encountered

Selecting representative, informed team to carry out Phase I.

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Appendix D

Procedure used to solve problem

1. Conferences with various personnel as to their recommendations and generation of criteria for participant selection.

2. Meeting with career awareness steering committee to hear suggestions.

3. Final selection by Project Director based on above.

January 30, 1974 - Report

Activities - Phase I

Completed the following:

Formed committee to identify "guidance" components.

Held six sessions of this committee.

Outlined framework for career guidance in elementary classrooms.

Identified seve[illegible] components vital to career guidance:

self-concept development

decision-making skills

value clarification skills

interpersonal communication skills

self-awareness

goal setting

mutual respect

In process

Translating components into goals and objectives for both students and teachers

Writing out the rationale arrived at.

Moving into Phase II

Evalutation

Doing process evaluation at this point and working closely with outside evaluator.

Problems

Lack of time. Between illness and district graduation requirement competency committees, the committee work for Phase I got delayed - thus, we're still writing up the results. Other than that, it is all going very well and I'm quite pleased. I believe the progress is considerable.

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Appendix D

April 16, 1974 - Report

The project is in full swing. It's exciting.

All three phases (refer to proposal) are now interacting and blending. This interaction of phases is not only an exciting process, it is essential to the project. The separation of phases couldn't be distinct as originally planned.

Phase I while being completed is still not static. Thats good.

Phase II is completed in terms of:

1. Making an evaluation instrument based on components (Phase I)to be explored in the Phase II inservice.

2. Selection of project and control staffs.

Phase II implementation and design of inservice is outlined and being kept flexible, i.e., building sessions around components, occurring needs, timing, etc.

Phase III timeline has been established - five inservice sessions scheduled through May 23. Inservice evaluation gathered by May 24th.

Final report will contain specific information regarding phases plus final evaluation done by our outside evaluator.

Appendix E

Summary Phase III

Process

The inservice for the project school was held during April and May. Eighty-two percent of the project school participated in the inservice. The length of the inservices was 15 hours and the staff set up their own time schedule for participation. The strength of the project and the inservices portion lies with the involvement and cooperation of the project staff. The process used in this project models involvement and group participatory decision-making which are components to be incorporated into classroom career guidance.

Objectives for the Inservice Set by the Project Director

Staff will know -

1. How career guidance fits into the Career Awareness philosophy at the elementary level.

2. The identified components of career guidance.

Staff will experience activities which will provide them an opportunity to gain insight into how the career guidance components apply to their own lives and roles.

Staff will have materials and references to assist them in incorporating career guidance components into their classrooms in the future.

Staff will understand that the inservice is merely a beginning phase in the project and that while they have materials, methods and some directions, their actual goal-writing and planning for the following year will not take place until next fall.

The Project Director evaluated the above objectives within the content of the inservice sessions through the construction of the inservice design, group participation and verbal feedback and is satisfied those objectives have been met.

Rationale for the Process and Content of the Inservice

The thrust of the inservices in the project school was directed towards the staff awareness of the guidance components in relation to themselves as adults and as teachers. The content was designed to demonstrate the components by providing experiences and information which would facilitate this awareness. The inservice provided the catalyst for the major portion of the project which will continue next year with a focus on the students.

Appendix E

The focusing of this content into the personal experience of the individual will hopefully accomplish the following:

Staff will internalize the content of career guidance and thus gain a more immediate sense of the importance of the components that they're being asked to incorporate into their classroom.

Staff will have participated in an inservice process which provided models for them-specifically models of individualized, personalized learning experiences designed around this content. The model of personal internalization and personal translation through their own individuality will hopefully encourage teachers to utilize their own strengths through various leadership styles uniquely theirs as well as promote the process of individualized instruction for students in their classrooms.

Session I - April 18, 1974

1. Name Tags
2. Here and now wheel - use an application
3. Split Group
   Group 1 - take Jancara pre-test
   Group 2 - school/class environment activity
4. Group 2 - share observations and feelings with entire group
   - application to classroom activities - implications
5. Housekeeping items
6. Orientation to inservice - purpose; - expectations
7. Group mixer - Find someone who.....
8. Individual goal-setting for inservice sessions
   - share in small groups
9. Participation - expectations for self and others
   - share in total group
10. Here and Now Wheel
11. Handout Materials

Session II - April 22, 1974

1. Housekeeping
2. Reflect on previous sessions - learned..., confirmed...., wonder...,
   - share in total group
3. Deal with questions and concerns generated from "I wonder" statements
4. Define the philosophy of Career Awareness
   - explain how career guidance fits into Career Awareness
   - review career guidance components
     rationale
   - use thematic

Session II - April 22, 1974 (continued)

5. Decision-making activity
6. Discuss and reflect about decisions made, process, conditions, factors, who affected, importance.
7. Group - generated an outline of steps and factors involved in a process of decision-making.
8. Handout materials

Session III - May 1, 1974

1. Housekeeping
2. Warm-up
3. Review individual goals for inservice - mine, each of their
4. Awareness of guidance components
   - in relation to self, self in life-roles
   - discuss, small groups
5. Decision-making demonstration
   - participate in "classroom" decision-making activities
6. Group Exercise - decision-making steps
   - which seven will survive
   - application
7. Handout materials

Session IV - May 14, 1974

1. Description exercise
   - How do you see yourself
   - What/whom do you remember from elementary school
   - small and total group sharing
   - use content to go into self-concept
2. Group "definitions" of self-concept
3. Self-concept cycle
   - theory
   - application to self
   - implications
4. Servant Re-focused (trait checklist from article)
5. Exercise dealing with self-concept and job role
   - self
   - plans to enhance self-worth on job

Session IV - May 14, 1974 (continued)

6. Trait checklist
7. Self-confidence
   - implications for performance
   - small group discussions
8. Self-concept and academic achievement
   - learning vs. academic performance
9. Housekeeping
10. Handout materials

Session V - May 23, 1974

1. Housekeeping
2. Summary - career guidance components; what affects them-implications
3. Values voting - technique, purpose
4. Leadership styles - facilitators
5. Objectives for inservice - review
6. Active listening - article
7. Handouts

Appendix F

560 Irvington Drive
Eugene, Oregon 97404
(503) 687-3313
School District 4J
Lane County

Spring Creek Elementary School

May 31, 1974

To those concerned with the planning for School District 4J Career Awareness Program for 1974-1975.

Below will be found expectations for new personnel at Spring Creek school next year. It is the combined feeling of all staff that each goal is necessary to the success of the program as it relates to the project components as outlined in the Career Awareness project proposal itself.

Goals for the Principal

1. Integrating Career Awareness throughout the school.
2. Implementing Career Awareness with students.
3. The education of the total child.
4. Having teachers develop performance goals in the area of Career Awareness.
5. Having parents informed on Career Awareness.

Goals for the Counselor

1. Implementing Career Awareness with students.
2. Awareness of teachers' performance goals in Career Awareness.
3. Providing resource materials and techniques in the area of Career Awareness.
4. Keeping communication channels open between the school and the Project Director.
5. Having parents informed on Career Awareness.

In summery it should be noted that the listed goals were kept before all Spring Creek staff in this spring Career Awareness workshop.

Russel Tomphins

Appendix G

PROJECT JANCARA

The purpose of this study is to obtain information that will be of use in determining the effectiveness of an inservice program. Your responses may be given anonymously if you wish. However, for purposes of data reduction it will be necessary to have each respondent's materials identified. If you use the following code system you will be assured of anonymity.

In the space marked ID Code write:
(a) First letter of your mother's maiden name
(b) First letter of your father's first name
(c) The month of your birth
(d) The last two digits of your phone number

ID Code _____
(a) (b) (c) (d)

At the top of each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:*

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair__X__:_____:_____:_____:_____:_____:_____unfair

or

fair_____:_____:_____:_____:_____:_____:__X__unfair

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active_____:_____:__X__:_____:_____:_____:_____passive

or

active_____:_____:_____:_____:__X__:_____:_____passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe_____:_____:_____:__X__:_____:_____:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

			This	Not This	
_____	_____	_____	X	X	_____

(2) Be sure you check every scale for every concept--do not omit any.

(3) Never put more than one check-mark on a single scale.

Do not try to remember how you checked similar items on other pages. Make each item a separate and independent judgment. Work carefully but do not spend a long time on any one item.

* Osgood, C. E. The Measurement of Meaning, University of Indiana Press, Urbana, 1957. p. 83.

RESPECT FOR PUPILS

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

AUTHORITARIAN CLASSROOM

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

PERMISSIVE CLASSROOM

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

RESPECT FOR PEERS

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

pleasant_____:_____:_____:_____:_____:_____:_____unpleasant

awful_____:_____:_____:_____:_____:_____:_____nice

honest_____:_____:_____:_____:_____:_____:_____dishonest

fresh_____:_____:_____:_____:_____:_____:_____stale

sad_____:_____:_____:_____:_____:_____:_____happy

tasty_____:_____:_____:_____:_____:_____:_____distasteful

good_____:_____:_____:_____:_____:_____:_____bad

dark_____:_____:_____:_____:_____:_____:_____bright

beautiful_____:_____:_____:_____:_____:_____:_____ugly

dirty_____:_____:_____:_____:_____:_____:_____clean

valuable_____:_____:_____:_____:_____:_____:_____worthless

cowardly_____:_____:_____:_____:_____:_____:_____brave

kind_____:_____:_____:_____:_____:_____:_____cruel

unfair_____:_____:_____:_____:_____:_____:_____fair

Third Party Report

Eugene School District 4J Elementary Career Awareness Project 1973-74

Introduction

This report has been prepared in compliance with the terms of the agreement between Eugene School District 4J and the third party evaluator for the evaluation of the Elementary Career Awareness Project. The purpose of this report is to provide an appraisal of the effectiveness of both the project and the means of evaluation utilized by this project during the 1973-74 academic year. As the project was divided into four component parts, this report will deal with each of these parts as well as the total project.

Phase I

The goal of the first phase of the project was, as is stated in the proposal, "to focus on the Career Awareness process and identify those aspects which can be defined as 'guidance' functions within the classroom setting." This goal was to be reached through a series of meetings of a committee composed of individuals who were familiar with the guidance process in the elementary school setting. During this first phase of the project, the committee that was selected attempted to evaluate both their progress toward the forementioned goal and the final product that was generated through the discussions that took place in the committee meetings.

To evaluate its progress toward the forementioned goal each member of the committee present at the meetings was asked to

complete a rating scale at the termination of each committee meeting. This rating scale provided each member of the committee with the opportunity to respond to, among other things, the goals, productivity, and dynamics of the group. The responses of the committee members to the items of the rating scale seemed to indicate that they felt that the meetings that they attended were productive in terms of the attainment of their goals and that the members of the group worked well together. In interpreting these results, one must consider that self-report measures of attitudes, such as this, are limited to what the individual knows about his/her attitudes and is willing to relate.

As a result of its meetings the committee developed a list of twelve career guidance components. This list can be found in Appendix C of the project's final report. Also in Appendix C it is noted that, "The committee selected four of the above components and wrote sample goals and objectives to serve as models for the inservice sessions and for the teachers who will be writing their goals and objectives for next year's project." An examination of these sample goals and objectives does reveal some of the activities that these might entail. Perhaps further specificity as to what level each of these activities and communications are to take place would be halpful, i.e., teacher-teacher, teacher-student, student-student Noticeably missing from the models are suggestions for assessing whether or not the goals are being reached. It is strongly recommended by this evaluator that in the implementation of the project next year, that the teachers should make each goal as

objective as possible and give careful consideration to how they are going to measure and record progress toward each goal that they select.

Phase II

Two goals were set for the second phase. The first goal entailed the selection of the school that was to be involved in the project as well as the control school. This goal was carried out. The second goal for this phase stated that the inservice course for the selected building staff would be designed. The committee decided that this goal should be moved to the third phase and that it should be carried out by the project director. This evaluator was provided with no information about the activities planned for the inservice course for the selected building staff.

Phase III

The goal of the third phase was to involve the staff of the selected school in inservice instruction that would focus on the guidance component of Career Awareness. Through this instruction it was hoped that the staff's ability to deal with this concept in ways compatible with individual teaching will be facilitated.

The proposal states that the ongoing evaluation of this phase would consist of the staff's reaction to the instructional sessions and each staff member maintaining a log which would, for teachers, include a record of the Career Awareness activities they carried out in their classrooms and time spent, and for the principal and support personnel, include a record of all activities and efforts to assist teachers in utilizing materials to carry out.

guidance components. This evaluator has no evidence that either means of ongoing evaluation was carried out. Some indication of how much information about the guidance components of Career Awareness that the staff had assimilated would be useful in making plans for next year. Informal discussions with some of the staff members with this evaluator revealed that the staff seemed to be eager to participate in the project next year, and that they did not yet have a complete understanding of the guidance components of Career Awareness.

The comparison between the treatment and the control school was made by the use of an attitude scale based on the semantic differential technique. The data was collected and analyzed by the use of a Solomon four group design. The only statistically significant difference that was found was a difference between the two groups in their attitudes toward an authoritarian classroom. However, it should be noted that this difference also existed prior to the inservice training. These results, then, seem to indicate that little or no change in attitudes occurred as the result of the inservice training. However, in examing the results from this semantic differential one must also consider the possibility that the instrument was not sensitive enough to the changes in attitude that may have occurred. Perhaps it is also a bit unrealistic to think that really significant changes in attitudes might occur as the result of participating in a limited amount of inservice training.

Phase IV

It was stated in the proposal that in the fourth phase of this

project the data gathered in the previous three stages would be evaluated and concluding remarks would be made. This goal has been realized with the completion of the final report.

Summary

From the above it can be seen that some of the goals set forth in the proposal were attained and others were not. The committee initially selected did meet and identify guidance components of Career Awareness and the inservice training was carried out. The hypothesized differences between the treatment and control schools were not found.

In making plans for the portion of the project that is to be carried out in the next academic year, careful consideration needs to be given to clearly and objectively defining the goals to be associated with each guidance component and procedures for measuring progress toward each of these goals should be outlined.